DOCUMENT RESUME

ED 264 437 CE 043 165

TITLE	Partnerships: Schools and Businesses Collaborate for a Healthy Economy. Ideas for Action in Education and Work.
INSTITUTION	Northwest Regional Educational Lab., Portland, OR. Education and Work Program.
SPONS AGENCY	National Inst. of Education (ED), Washington, DC.
PUB DATE	Sep 85
CONTRACT	400-83-0005
NOTE	11p.
PUB TYPE	Reports - Descriptive (141) -- Collected Works - Serials (022)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Career Education; Career Exploration; *Curriculum Development; *Educational Innovation; Employment Potential; Experiential Learning; Job Skills; Job Training; Labor Force Development; *School Business Relationship; Secondary Education; *Vocational Education; *Work Study Programs
IDENTIFIERS	*Adopt a School; *Experience Based Career Education

ABSTRACT

This issue examines successful partnerships in the Northwest that have emerged from strategic alliances between business and education. Some models are described briefly. These partnerships are then described: Private Initiatives in Public Education (PIPE), the adopt-a-school conduit; Business Youth Exchange, a structure for work-study; Business Center of Clackamas County and Business Center of Snohomish County, creative models of collaboration; Environmental Services Technology Program, curriculum revitalization; Partnership Project Grant High School, Portland, Oregon, business and industry sponsored classes; TARGET: The Allied Resources Group for Employment Training, a training consortium; and Experience-Based Career Education (EBCE), career exploration in the community. Names, addresses, and telephone numbers of the projects are provided. A short bibliography on partnerships in education concludes the document. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PARTNERSHIPS: Schools and Businesses Collaborate for a Healthy Economy

Why Collaborate?

ED264437

In recent years, there has been much emphasis on partnerships between business and schools, or private/public sector collaboration. Such collaboration often occurs in response to shrinking resources, and/or to address mutual interests --such as developing a stronger local economic climate or better trained workforce. The reason for the heightened interest in cooperation is "global competition and budgetary entrenchment," says Reverend Theodore Hesburgh, Chair of Business Education Forum and President of Notre Dame University. There also exists the more practical issue of human resource development. Given the massive economic transformation now occurring, America has a monumental job ahead in 1) training 1.5 million new workers who will enter the workforce each year in the next 10 years, and 2) retraining the more than 100 million current workers who will need new skills for the new jobs of the high-tech era.

Much can be learned from focusing on the mutual interests which schools and business share. The November 1984 Ideas in Action focused on ways industry can help schools develop "technological literacy" skills which will be needed for future workforce productivity. Other mutual interests are: the schools keeping pace with the demands of new technology and training youth for the positions that will exist in the future, connecting students with available jobs, and providing student work experience which will motivate youth to graduate.

Through public/private initiatives, educators can be assisted in restructuring the curriculum or the school itself and students are given an opportunity to 1) acquire positive work attitudes, 2) gain on the job experience, 3) earn money, and 4) explore career choices. Conversely, business benefits from having an educated, skilled workforce to choose from and train further.

At a time when both companies and school systems are struggling to do more with less, working together on constructive programs addressing mutual needs offers a new vitality. An example of this vitality can be

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

CE043165

IDEAS FOR ACTION in Education and Work

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
J. Kirkpatrick
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Northwest Regional Educational Laboratory

September 1985

seen in the many creative programs at Moraine Valley Community College; a McDonald's was installed in the college center, a locally manufactured robot is housed and marketed in the robotics program, and customized training programs were developed through partnerships with General Motors, 3M Company, and General Foods.

While each partnership is unique, some commonality exists among endeavors. In a review of 55 school/business partnerships, Henrietta Schilit and Richard Lacey identified several models in The Private Sector Youth Connection which demonstrate relationships between business people and educators.

Some Models

1. Adopt-a-School: Typical school-business partnership with an emphasis on voluntary human resources enrich school offerings and improve career education. Most sponsors contribute equipment, materials and student scholarships; they assign managers to oversee the program and support release time for employee volunteers.

2. Work-Study: Students work in part-time or summer jobs earning competitive wages and academic credit. Work-Study is designed to improve employability, increase career awareness, and encourage continuing education.

3. New school creation: Local business representatives collaborate with a school district to plan and develop a new school or an alternative school.

4. Curriculum revitalization: School-business curriculum projects prepare students for rapidly changing technology. Representatives of business and industry collaborate with school administrators and teachers to modify and create curriculum that reflects current private sector technology, practice and standards.

5. Business and industry oriented classes: Supplemental school offerings give students vocational and career education closely related to local employment opportunities. Program structure, areas of training, curricula and learning objectives are jointly determined by educators working with business on advisory or steering committees.

6. Career exploration: Companies and nonprofit intermediaries join with school systems to develop a variety of career exploration experiences to introduce students to various occupations and careers.

The purpose of this Ideas for Action is to examine successful partnerships in the Northwest that have emerged from strategic alliances between business and education, such as those models described above.

Avenues to Partnerships

Private Initiatives in Public Education (PIPE)
The Adopt-a-School conduit

This Seattle-based nonprofit organization has been in business since 1977. PIPE manages, sets policies and establishes procedures for all school-business partnerships. The Seattle Chamber of Commerce provides PIPE office space and enlists companies to join PIPE. The goal is to improve career choices by encouraging activities that expose students to a range of occupations through matching business with schools.

Cynthia Shelton and Louise Wasson, PIPE coordinators, offer the following advice about developing partnerships:

- Partnerships and collaboration take time and commitment. They are not something one "squeezes in" to an existing structure because it seems like the thing to do; true collaboration often requires all parties involved to restructure priorities so the partnership will work.

- Each partner needs a coordinator to keep things running smoothly.
- Partnerships that are involved in activities that enhance or support existing programs have a greater likelihood for success.
- New activities or programs only work when advanced planning has occurred.
- Advisory councils/committees should meet regularly. Their belief in the partnership can keep it alive and creative.
- Start with safe, simple and successful strategies. Initial success is something people can see and it builds local support.

From the point of view of the school, Shelton and Wasson suggest:

- The principal must be a public advocate for the partnership.
- Link school departments with their logical counterparts in business.
- Involving classroom teachers as much as possible builds morale and fosters relationships between all individuals.
- Partnership activities must support curriculum objectives and enhance academic excellence.
- If there is more than one community partner, it is important to communicate clearly to them the partnership goals to avoid competition and duplication.

In summary, each partner needs to work hard to understand the other. Business partners need to know the curriculum and the mission statements of the schools. Educators need to know the composition and philosophy of the business partners. The greater the understanding, the greater the possibility for creativity.

Business Youth Exchange
A structure for work-study

The Business Youth Exchange (BYE) was formed to mobilize local resources and private funding to tackle the youth unemployment problem. The BYE works with the Urban League, the City of Portland, the Private Industry Council and the Portland Public Schools by developing linkages to provide, opportunities, work/education sites, career exploration sites, job explorations, classroom speakers, curriculum assistance to educators, and mentorships. This year 330 businesses have participated in BYE programs.

"The Business Youth Exchange is Portland's private sector response to JTPA, the bad economy, growing youth unemployment and the targeting of resources for the greatest impact," points out Tom Nelson, Executive Director. One objective is to generate greater involvement of companies and increase emphasis on employability of program completers. Tom adds, "Business wants in on the design of world of work and vocational curriculum so it can meet their needs. Industry sees benefits if more kids stay in school, achieve academically, and communicate well. Both business people and educators know that a change is needed to make the public institutions more responsive. Institutional stereotypes need to be overcome."

Businesses want their contribution to be meaningful. Therefore partnerships must be based on an understanding of the needs and priorities of all involved. Everyone must come away with something. Written agreements are essential to ensure accountability across institutions. Tom Nelson points out that the index of commitment is seen in the ability to communicate among partners. There must be 1) continual goal renewal, 2) constant acknowledgement of credit and 3) leadership involvement for a successful partnership.

Business Center of Clackamas County
Creative Models of Collaboration

The Business Center of Clackamas County is a partnership between Clackamas Community College, Clackamas Business Promotions Company, and Clackamas County Chambers of Commerce. It serves as a focal point for business information and assistance. The model is based on the provision of applied counseling and instruction, a common location and marketing for public and nonprofit services. This Center encourages business development, expansion and survival, and promotion of cooperation between business, education and government. This program featured in Beldon Daniels' States as Laboratories for Innovation demonstrates the ability of separate organizations to work under one banner for a common goal.

David Dickson, Business Center managing partner, emphasizes adherence to the "superordinate" goal. He says, "If the goal is to promote yourself, the turf will never break down: organizational egos must become second and service to customer first." But this goal then becomes the delicate balancing act of loyalty to parent organizations and overall loyalty to the partnership.

Clearly, top management must be committed, and this commitment needs to extend through "old time" staff. Methods to have partner organizations interface well often rely on cross-staff training to familiarize staff with common goals and a common line of services on behalf of the partnership.

Business Center of Snohomish County
Creative models of collaboration

The Center for Business and Economic Development is a cooperative effort of Edmonds Community College and the Private Industry Council of Snohomish County. The Center, leased to business tenants at favorable rental rates, includes support services such as secretarial assistance, copying, accounting, payroll and computer services provided by the college and council. Each business is enrolled in the Edmonds Community College Small Business Management Program. The businesses in the Center have a high potential for growth, are people-intensive and make a local impact in the area of manufacturing, light industrial and services. They create full-time, non-seasonal jobs that can be filled with JTPA clients in a first source hiring agreement.

"Most new jobs in our area are created by small businesses," says Emily Duncan, PIC Director and President of the Center. By locating the PIC, Edmonds Community College, Small Business Management Program, the Small Business Development Center and the Economic Development Council of Snohomish County under one roof, a powerful instrument has been created, adds Ms. Duncan. This incubator environment can reduce the failure rate that is typically associated with new businesses as rich training and counseling resources are readily available.

Environmental Services Technology Program
Curriculum Revitalization

To help meet the increasing demand for qualified custodial workers, South Seattle Community College developed an Environmental Services Technology Program. For the past year and a half, it has been offered to job seekers through a variety of collaborative efforts. A local survey determined employer needs and contributed to the design of the curriculum. Employer contact and collaboration is an ongoing part of the program.

Cal Crow from the Center for Career and Work-Related Education develops and teaches career/personal development classes. He suggests:

- Be sure that all parties are kept informed and fully understand the purpose of the activity.
- Good collaborative agreements require that each party understand

the mission, philosophy, operating style and desired outcomes.

- Give clients consistent messages. If cooperating agencies give conflicting information, participants are likely to assume that the whole program is disorganized.

Partnership Project Grant High School, Portland, Oregon
Business and industry sponsored classes

The Partnership Project is a school based employability development program. It is operated by the Regional Youth Employment Council, a business organization, in cooperation with the Portland Public Schools and the Portland Private Industry Council. It is supported by the Edna McConnell Clark Foundation, with the assistance from the firm of Martin and Rosi, Inc., of Richmond, Virginia. The project is a model of private/public partnership in youth employability development.

The goals of the project are several:

- To provide high school students with both private sector jobs and work-related classroom instruction.
- To show the relationship between school and work by providing a work related curriculum in both English and Math.
- To establish effective partnerships between local businesses and the local schools.

The Partnership Project provides job and work-related instruction to 45 juniors at Grant High School. These students have all demonstrated reasonable attendance and academic achievement, but, due to economic disadvantage, face real barriers to successful long term employment.

Partnership students work part-time during the school year and, in addition to their regular classes, they enroll in the Partnership English and Math classes that integrate school and work. During the summer they attend a 3-week pre-employment training workshop followed by full-time jobs.

The partnership curriculum is committed to addressing "what employers say they want" in Portland. High on the list are these basic education skills:

1. Speaking, writing and listening skills
2. Reasoning and problem/solving skills
3. Reading skills
4. Math skills
5. Understanding workplace technologies

Partnership youth are first-hand beneficiaries of a school-business partnership. It works and the youth benefit.

Expanded High School

Through a collaborative effort between the Seattle School District and local community colleges, several hundred Seattle high school students can attend vocational classes on community college campuses. The program was developed to increase vocational offerings for juniors and seniors by utilizing space and equipment available in local higher education institutions. Courses offered this year are:

- auto body repair
- graphics/printing
- health/medical
- data processing
- electronics
- fashion merchandising
- commercial baking

- building maintenance
- cosmetology
- welding

The program offers more than high school vocational training. Participants earn both high school and college credit and are given advanced placement status should they choose to continue the program after leaving high school. (More than 50 percent of the participants elect to continue.), Students are given access to college counseling, career planning, financial aid and other student services while still in high school, thus learning about and becoming a part of the postsecondary system.

The program is coordinated by Joy Barker, Program Assistant for Career Services in Seattle's Occupational Education Department. Important considerations in this partnership are:

- Continual communication within and between institutions.
- Information must get to students in a form they will understand. This requires a variety of dissemination strategies.
- Each institution must learn about the other's rules and ways of doing things. Be willing to compromise.
- A complete orientation for the college instructors is critical, since they may not have experience working with high school students.
- Delineate duties so there is no doubt about who is responsible for what function, e.g., reporting grades, attendance records, contacting parents, etc.
- Give a "global perspective", college instructors need to know how information is used by the school district.

TARGET: The Allied Resources Group For Employment Training
A training consortium

TARGET has been a leader in employment training activities in King County, Washington, since 1983. Ed Cruver, Employment Security Department of Special Projects, states that TARGET is a cooperative, unified approach to employment training activities.

All publicly supported community colleges and vocational-technical institutions in the county joined together with the Employment Security's Special Projects Division to form TARGET. TARGET representatives meet monthly to review existing programs and contracts, address mutual problems, and plan strategies for the next funding period.

As part of the planning process, TARGET members submit a list of areas for which they can provide training. When the Private Industry Council disseminates a request for proposal, TARGET meets to see what the possibilities are and who wants to participate. When it is agreed who the participating institutions will be, a proposal is written in response to the needs of these institutions. Employment Security handles all proposal writing, and does intake and placement for operating programs.

TARGET has several advantages:

- Training can be offered in any part of the county (geographical distribution of services is a major concern of the local PIC).
- A wide variety of training is provided, e.g., OJT, industry specific, job club/job search activities, short term, long term, etc.
- Schools concentrate on training while Employment Security manages all paperwork, provides consistency and helps simplify the entire procedure.

To date, approximately 3,000 participants have been served, with an average placement rate of 70 percent.

Suggestions by staff for developing a consortium like TARGET are:

- Make it a win-win situation. All participants must feel some benefit from the process.
- Parties must be ready for participation in a consortium. People who are coerced into joining will have a difficult time participating.
- Keep everything on the table, in the open. Don't have secrets.
- Participants must be willing to relinquish some turf and to compromise in order to make the process work.

Experience Based Career Education (EBCE)

Career exploration in the community

Experience-Based Career Education is designed to teach youth to be independent and responsible while learning academic and basic skills in the context of their futures as workers. EBCE students participate in job explorations and career internships which are structured and documented with academic learning projects. The youth form mentor relationships with adults in the business community--public or private sector--from whom they receive counseling and instruction. The goals of these activities are to:

- Motivate students to learn basic skills and employment competencies by seeing the connection between learning and earning.
- Provide an effective education for a group of youth who may not be achieving their full potential in the regular school curriculum.
- Facilitate education and business partnerships that will serve the employment needs of youth, particularly those who face barriers to employment.

The entire concept of EBCE is predicated on the belief that business-education collaboration can effectively motivate youth to stay in school and prepare for productive adult roles.

In the fall of 1972, a model EBCE program was developed in Tigard, Oregon, under the sponsorship and technical assistance of Northwest Regional Educational Laboratory (NWREL) and with funding from the National Institute of Education (NIE). The program reflects a nationwide interest in establishing partnerships to help adolescents handle the social and economic complexities of modern life. It offers students a chance to prepare for adulthood and economic self-sufficiency while interacting with adults in natural work settings.

Now sustained by the local school district, the original Tigard model of EBCE--called Community Experiences for Career Education or $(CE)_2$--is a full-time educational alternative for youth in their junior and senior high school years. $(CE)_2$ serves about 10 percent of the student body at Tigard High School.

CE_2 has been replicated across the nation in nearly every state and the network is supported by the National Experience Based Career Education Association (NEBCEA).

The program provides students with a comprehensive, fully accredited education that emphasizes basic skills as well as career development. Subjects needed for graduation are learned as much as possible through individualized projects, planned for each student in the context of working life in the community.

Critical EBCE student outcomes are:

1. A high school diploma
2. Progress in basic skills (reading, writing, math, computer literacy and communications skills)
3. Increased self-awareness, pride, responsibility, and accountability

4. Occupational information and work experience

5. Decision-making and independent living skills

6. Employability skills (e.g., application procedures, punctuality, grooming)

The private sector delivers a significant portion of student learning in addition to their critical role in planning. Major private sector activities are:

1. advisory council members

2. "employer-instructor" role (teaching job skills and employability skills)

3. certifier of independent living skills

4. career counselor

All these activities form the cornerstone of all EBCE programs.

Summary

The partnerships between schools and business will create coalitions that renew commitment to public education.

For collaborative efforts to work:

1. Business must demonstrate enthusiasm for public service and education must take action to implement innovative programs.

2. Commitment of high level decision-makers is critical to success of the partnership.

3. Engage all representatives from business, education, government and the community-at-large who are interested in the project. Keep them involved.

4. Advisory boards must develop a master plan with clear goals and realistic timelines.

5. Employ a full-time program director who is trusted and respected by both educators and business leaders involved in the partnership.

6. Specific commitments and goals need mutual agreements and periodic review and evaluation.

For further information, please contact:

Business Youth Exchange
Tom Nelson, Executive Director
627 N.E. Halsey
Portland, OR 97232
(503) 287-5627

Edmonds Community College
The Center for Business and Employment Development
917 134th St., SW
Everett, WA 98204
(206) 743-9669

Experience Based Career Education
Education and Work Program
Northwest Regional Educational Laboratory
300 SW Sixth Avenue
Portland OR 97204
Andrea Baker, Youth Coordinator
(503) 248-6800 or 1-800-547-6339

PIPE
1200 One Union Square
Sixth and University
Seattle, WA 98101
(206) 447-7244

Partnership Project
Grant High School
2245 NE 36th Avenue
Portland OR 97212
Kathy Treves
(503) 280-5178

Seattle Public Schools
Expanded High School
South Seattle Community College
6000 16th Avenue
Seattle, WA 98106
(206) 764-5300

South Seattle Community College
6000 16th Avenue
Seattle, WA 98106
Don Walters
(206) 764-5300

TARGET
(206) 464-6870

The Business Center of Clackamas County
108 Eighth Street
Oregon City, OR 97045
(503) 656-4447

BIBLIOGRAPHY

Cetron, Marvin J. Schools of the Future: How American Business and Education Can Cooperate to Save Our Schools. New York: McGraw-Hill, 1985.

Center on Evaluation Development and Research. School-Business Partnerships. Exemplary Practice Series 1985/86. Bloomington, IN: Phi Delta Kappa 1985.

Department of Education. Partnerships in Education: Exemplary Efforts Across the Nation. Washington: Office of the Deputy Undersecretary, Planning, Budget and Evaluation Department of Education.

Hesburgh, Theodore. "The Importance of Business-Higher Education Cooperation" Proeducation. Vol. 2, No. 1, April 1985, pp. 12-14.

Hoyt, Kenneth B. "Industry-Education Partnerships in Career Education." The Teacher's Guide to Industry-Education Cooperation. Vol. I, Issue III 1985.

Ideas for Action in Education and Work. Technological Literacy: What Industry Can Offer. Portland, OR: Northwest Regional Educational Laboratory: November 1984.

Investing in Our Children: Business and the Public Schools. Washington: Committee for Economic Development, 1985.

Levine, Marsha. The Private Sector in the Public School: Can It Improve Education. Washington: American Enterprise Institute for Public Policy Research, 1985.

Purcell, Elizabeth A. et al (Eds) Partners for the 80's: Business and Education. Alexandria, VA: National School Volunteer Program, Inc., 1981.

Schilit, Henrietta and Lacey, Richard. The Private Sector Youth Connection. New York: Vocational Foundation, Inc., 1982.

The Center for Corporate Public Involvement. "Winning A Stake in America." Workplace Education Nov-Dec 1982.

The Idea Bulletin. How-To Steps for Partnerships. Alexandria, VA: National School Volunteer Program, Inc., February 1985.

Tindall, Lloyd W., et al. Partnerships in Business and Education. Madison, WI: The Vocational Studies Center, June 1984.

For further information and related reports, please contact Larry McClure, Program Director, Northwest Regional Educational Laboratory, 300 S.W. Sixth Avenue, Portland, Oregon 97204, 1-800-547-6339 (toll free) or (503) 248-6800.

BEST COPY AVAILABLE

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204

This report is produced by the Northwest Regional Educational Laboratory, a private, nonprofit corporation. The work upon which this publication is based was performed pursuant to Contract No. 400-83-0005 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.